

## INSIDE

2

Voyage to  
Successful Schools

3

What it Takes  
to Be a National  
Blue Ribbon School

4

Top 100 Educational  
Web Sites of 1999

5

Congratulations Kelly!

5

Differentiating by  
Design Fall Conference

5

Quote Corner

6

The Principal as  
a Community Leader

7

Aspiring Principal  
Academy at Region 8

7

Use the Eight Second  
Rule to Hone Your  
Speaking Style

## Voyage to Successful Schools

By Barbara Pedersen, Director of  
C.L.A.S.S. (Connecting Learning  
Assures Successful Students)



Life's journey is one grand learning experience. Our youngest son, Todd, recently returned from his first "hands-on" sailing venture to the Dry Tortugas. While he was reliving his adventures with our family, I couldn't help but relate his trip to the journey educators take as we set sail for a new school year.

As educators begin school each year, we need to ask ourselves:

### WHO IS OUR CREW?

Thoreau said, "The man who goes alone can start today; but he who travels with another must wait till that other is ready." We need to be sure our teachers, parents, students and communities are joined together in purpose and spirit as part of the crew when we start. Bringing everyone together to share a common vision will help assure success. Building relationships is important. A successful school will develop a staff that values and appreciates each member. That type of a relationship does not happen by accident. It will only happen if it is nurtured and modeled by the principal.

### WHAT IS OUR DESTINATION?

In order to improve your school, you need to know where you are going. This requires a plan. Each school family needs to design their own plan of action. We can look at the successful teaching strategies others have practiced and pull those together to work in our own school community. Design the big picture for your



school and include all the areas you want to develop. What will teachers apply in their classrooms? What do you need to do to build school climate, school community and school curriculum?

The strands are:

- Collaboration in the lounge and classroom
- Multiple intelligences
- Essential elements of a literacy program
- Classroom management/leadership
- Teaching strategies related to brain research
- Multiple ways to assess teaching and learning
- Creating a safe and caring environment
- State standards taught with experiences and emotion
- Character skills

Integrating and implementing these strands into your school may take:

- Professional development
- Book talks about the strands
- Teacher sharing sessions about implementation
- Principal modeling strands in staff meetings
- Time, practice, time, practice and time

Teachers need an understanding of the strands and how to implement them before they can put those teaching strategies into action. The same as a sailor needs to know the purpose of each sail before he or she can sail the boat.

(continued on page 2)



## Voyage to Successful Schools

*(continued from front cover)*

### DO YOU HAVE A GOOD COMPASS?

Even though you know where you are going, embrace the unexpected winds. Sometimes you need to go with the flow until you can get back on course. When sailing, you have to constantly check the compass to be sure you are on course. Constant assessment is needed of any program to know if what teachers are doing is working and benefiting their students. What are you doing? How is it working? How do you know that?

Historically, teachers attend many workshops and trainings, but have they assessed what they implemented? Schools spend big money on professional development but often fail to assess the program adopted.

If districts provide trainings for teachers without follow-up it is no different than students listening to lectures without being given time to practice and apply what they have heard before they are tested on what they have learned. If we are really concerned about the course we are sailing, then we must realize the evaluation of our program is to look at how our students are called to action. What have your students accomplished because of the programs you have implemented? What are teachers accomplishing as a direct result of their professional development?

Administrators should want to continue good proven teaching practices, but at the same time be aware of and implement new methods of teaching that are now being used. If teachers feel that classroom ideas they believe in are not being abandoned, they will more likely be willing to explore other ways to enhance their teaching.

I must add there comes a time however, that the captain has to say, "We have plotted our course and we have a clear picture of where we are headed. We are not turning back. We have time, energy and money invested in this journey. We are going to continue to sail." Balance in expectations and implementation can prevent mutiny.

### WHAT DO YOU DO WHEN YOU HIT ROUGH WATERS?

School improvement is a challenge even in smooth water. Unfortunately, if mutiny begins or if people want to jump ship, we do not have a coast guard we can call for help. We do have our own common sense. If part of the staff is moving forward and part of the staff is against the program we have chosen, we need to drop anchor and build relationships with the crew again. It is easier to get along with others when we have built respect and caring for each other. This sounds trite, but believe me, this

is important in order to have success in your teachers' professional growth and ultimately success in the classroom. If teachers learn how to build a community with the staff, then they can create that same bonding with the students in their classrooms. What is good for the teachers' lounge is good for the classroom. A classroom will be more productive if it is built on respect and trust. If relationship building is part of your school climate every week, you may have squalls, but the storm will never overtake you. If you have patience and wait for the wind to subside, the waters will not seem so rough.

### IS THE END OF THE JOURNEY REALLY THE BEGINNING?

Principals need to trust that their teachers can complete the trip and teachers need to believe that their students are up for the learning journey. When we stretch ourselves beyond what we thought we were capable of doing, we find that we value our own actions. Being successful is one way to feel capable, whether it is in teaching or learning.

In conclusion, my fear on our journey is that we are training teachers not to trust what they believe is right for students. The more packaged programs we hand teachers to use instead of developing their beliefs and strengths, is guaranteeing a generation of teachers who can not think for themselves. Every time you force a successful teacher to buy into a program that goes against his/her beliefs, you are causing them to doubt themselves, and/or fight the program.

If we are good navigators, we will see that if our students go from lesson to lesson without time to process and discover, we will, in fact, guarantee a generation of young people who can not think. Are we modeling what we are teaching? Are we the enemy? Are we helping to create apathy and disinterest in the classroom because of educational programs that are not built on the passion and interest of the students? State Standards and basic skills are needed to be successful in life, but will they be mastered if the learner does not see a reason for the lesson? Sailing a boat or leading a school is not for everyone. You need to be up for the challenge and you need to know where you are going. I encourage you to raise your sails, set course and let the wind fill your sails. Let your school be a lighthouse with your teachers lighting the way.

**A successful school will develop a staff that values and appreciates each member. That type of a relationship does not happen by accident. It will only happen if it is nurtured and modeled by the principal.**



## What it Takes to Be a National Blue Ribbon School

By Noel Ray, Principal  
Union Center Elementary School



Can you commit to some large chunks of time? Are you good at organizing information? Do you have a group of teachers and parents who can volunteer to help write, review, and brainstorm ideas? Does your programming involve a **strong commitment to providing the best instruction for children?** Then you have some of the basic components necessary to tackle a Blue Ribbon application. Union Center Elementary School accepted the challenge and was rewarded by being recognized as a National Blue Ribbon School.

### THE APPLICATION PROCESS

The Blue Ribbon application focuses on eight major areas: student support; school organization and culture; curriculum; teaching and learning; the professional community; leadership; school, family, and community partnerships; and indicators of success. What you need to do:

- Set up a core committee.
- Have a coordinator.
- Work at the application in parts.
- Have each staff member choose specific topics to write about.
- Exchange written sections for editing and adding ideas.
- Have open discussions and read sections aloud.
- Type or scan each section of the rough draft so that others can see the document come together.
- Edit and review the data often.
- Try to get everyone involved.
- Make sure everything that you include in your application can be verified by visualizing it, discussing it, or viewing it through written documentation.

### THE WRITTEN DOCUMENT

- Have a central school theme and make sure it is well integrated into your document.

- Document the school's success.
- When programs and instructional strategies reflect current research, document the sources.
- Conduct Climate Audits and record the results.
- Relate **everything** you do to how it benefits each student.
- Know how to identify students' needs:

~ Relate testing data to state proficiencies.

~ Consistently review students' performance information.

~ Review current research.

- Design programs that offer consistent support to students.

~ Child safety programs; Conflict Resolution; drug prevention programs; AIDS education; Internet Safety policies; discipline programs; after school instructional programs; summer school remediation programs; English-Language tutors; parent tutoring; afternoon resource periods; parenting programs; cocurricular activities including sports, musicals, clubs; looping classes; General Education Intervention Teams; special education programs; Challenge Education (outdoor affective education); distance learning; computer supported media center; and computer based curriculum support programs.

- Design curricular content and teaching practices that challenge students. Focus on:
  - ~ Integrated content; student-initiated learning; cooperative learning; hands on activities; technology integration into all subject areas; thematic instruction; differentiated instruction; math manipulative; activity-based science; Scientific Method of Inquiry; cultural awareness; ethnic celebrations; project based learning; project fairs; foreign language instruction; Challenger Center; and field experiences that reinforce instruction.

- Relate how the professional community supports student learning:
  - ~ Explain how teachers: go the extra mile; take pride in their students' accomplishments; sponsor activities for students; communicate daily with parents about



students' needs by phone, and/or agenda books; consult with colleagues to help students; work in grade level committees; attend seminars and inservice sessions; consult with special education, General Education Intervention Teams, the home-school advisor, or the principal; are committed to what they are doing; are enthusiastic, and will do whatever it takes to support kids.

- Demonstrate how leadership moves the school towards its mission/vision through:
  - ~ Shared decision making; a commitment to students; taking risks; listening; providing resources; visibility; creativity; input through advisory committees; being a facilitator, a delegator of responsibilities, and a strong communicator.
- Engage all the members of the school community through:
  - ~ Participation in decision making through the Principal's Advisory; township news pamphlets; weekly parent information folders; PTO meetings, Back to School Night; school registration; family BBQs, fun fairs, and picnics; involvement in Performance Based Accreditation; grade level coordinators; Grandparents' Day; Market Day; Santa's Secret Shop; Convocations; parent tutoring and classroom volunteering; and Township sports.

Remember that this is your opportunity to measure your school against the best schools. It is an excellent self-examination process that identifies strengths and weaknesses. And when you win, it is one of the greatest moments of happiness, pride, and celebration that you will ever experience. It reaffirms your beliefs and your vision.





## Educational Web Sites of 1999

*Presented by The Education Source and Looksmart*

When reviewing Internet sites we based our selection on the following criteria:

- Is the site educational?
- Is the site well organized?
- Does the site make good use of modern Internet technology? Or is it text only?
- Is the site interesting and informative?

After reviewing thousands of sites, we have selected the following 100 Internet sites as our top picks for 1999 and believe that these sites contain the best educational content on the Internet today.

### Note

To find the best educational sites, The Education Source used Looksmart

[www.looksmart.com](http://www.looksmart.com).

Looksmart's category-based directory contains nearly one million unique URLs ~ all editorially reviewed and conveniently categorized, to help you get the most out of the time you spend online.

#### ART

The Museum of Fine Arts, Houston  
<http://mfah.org/>  
 LouvreW3  
<http://mistrall.culture.fr/louvre/louvre.htm>  
 Webmuseum, Paris  
<http://www.oir.ucf.edu/wm/>  
 A. Pintura, Art Detective  
<http://www.eduweb.com/pintura>  
 The @rt-room  
[http://www.arts.ufl.edu/art/rt\\_room/](http://www.arts.ufl.edu/art/rt_room/)  
[@rtroom\\_home.html](http://rtroom_home.html)  
 Exploring Leonardo  
<http://www.mos.org/sln/Leonardo>  
 Inside Art  
<http://www.eduweb.com/insideart/index.html>  
 Children's Music Web  
<http://www.childrensmusic.org>  
 K-12 Resources for Music Educators  
<http://www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html>

#### GARDENING

KinderGarden  
<http://aggie-horticulture.tamu.edu/kindergarden/kinder.htm>  
 The Telegarden  
<http://www.usc.edu/dept/garden>

#### FUN

Kids Space  
<http://www.kids-space.org/>  
 Cyberkids  
<http://www.cyberkids.com/>

#### VIRTUAL TOURS

Auto Factory Tour  
<http://www.ipl.org/autou>

#### READING

Carol Hurst's Children's Literature Site  
<http://www.carolhurst.com/>  
 The Children's Literature Web Guide  
<http://www.acs.ualgary.ca/~dkbrown/>

#### WRITING

WWWebster Dictionary  
<http://www.m-w.com/netdict.htm>  
 On-line English Grammar  
<http://www.edunet.com/english/grammar/>  
 Ink Spot  
<http://www.inkspot.com/admin/contact.html>  
 MidLink Magazine  
<http://longwood.cs.ucf.edu/~MidLink/>  
 Researchpaper.com  
<http://www.researchpaper.com>  
 Writing Den  
[http://www2.actden.com/writ\\_den/](http://www2.actden.com/writ_den/)  
 CNN Interactive  
<http://www.cnn.com/>  
 Crayon  
<http://crayon.net/>  
 Internet Public Library  
<http://www.ipl.org/>  
 KidsConnect  
<http://www.ala.org/ICONN/kidsconn.html>

#### MATH

Archimedes and the Crown  
<http://www.escape.ca/~dcc/eureka/crown.html>  
 Ask Dr. Math  
<http://forum.swarthmore.edu/dr.math/dr-math.html>  
 Gallery Of Interactive Geometry  
<http://www.geom.umn.edu/apps/gallery.html>  
 Lessons by Susan Boone  
<http://www.crpc.rice.edu/CRPC/GT/sboone/Lessons/lptitle.html>

#### Mega-Math

<http://www.c3.lanl.gov/mega-math/>  
 Great Economists and Their Times  
<http://www.frbsf.org/econedu/unfrmd.great/greattimes.html>  
 On-Line National Budget Simulation  
<http://garnet.berkeley.edu:3333/budget/budget.html>

#### SCIENCE

Explore Science: Interactive Science Education  
<http://www.explorescience.com>  
 The MAD Scientist Network  
<http://www.madsci.org>  
 Science Learning Network  
<http://www.sln.org>  
 Museum of Science, Boston  
<http://www.mos.org>  
 Mars Team Online  
<http://mistrall.culture.fr/louvre/louvre.htm>  
 Imagine the Universe!  
<http://imagine.gsfc.nasa.gov>  
 NASA Jet Propulsion Laboratory  
<http://www.jpl.nasa.gov>  
 StarChild  
<http://heasarc.gsfc.nasa.gov/docs/StarChild>  
 Virtual Galapagos  
<http://www.oir.ucf.edu/wm/>  
 NASA  
<http://www.nasa.gov/>  
 U.S. Space Camp  
<http://www.spacecamp.com>  
 Dennis Kunkel's Microscopy  
<http://www.pbrc.hawaii.edu/~kunkel>  
 Microscopy Primer  
<http://micro.magnet.fsu.edu/micro/primer.html>  
 Missouri Botanical Gardens: MBGnet Home  
<http://www.mobot.org/MBGnetCNPS>  
 Kids  
<http://www.calpoly.edu/~dchippin/kids1.html>

#### Seeds of Change

<http://www.nmnh.si.edu/garden/>  
 The Yuckiest Site on the Internet  
<http://www.yucky.com/>  
 Renewable Energy Project  
<http://www.rmplc.co.uk/eduweb/sites/dcastle/renew.html>  
 Human Genome Project Information  
[http://www.ornl.gov/TechResources/Human\\_Genome/home.html](http://www.ornl.gov/TechResources/Human_Genome/home.html)  
 Guided Tour: Visible Human Project  
<http://www.madsci.org/~lynn/VH>  
 InnerBody  
<http://www.InnerBody.com>  
 Neuroscience for Kids  
<http://faculty.washington.edu/chudler/neurok.html>  
 Ocean Planet Home Page  
[http://seawifs.gsfc.nasa.gov/ocean\\_planet.html](http://seawifs.gsfc.nasa.gov/ocean_planet.html)  
 Yale Center for Cell Imaging  
<http://info.med.yale.edu/cellimg>  
 The Electronic Zoo  
<http://netvet.wustl.edu/ssi.htm>  
 Chem4Kids  
<http://www.chem4kids.com>  
 U.S. Geological Survey  
<http://www.usgs.gov>  
 Virtual Cave  
<http://www.goodearth.com/virtcave.html>  
 Internet Plasma Physics Education Experience  
<http://ippex.pppl.gov/ippex>  
 Learn Physics Today!  
<http://library.advanced.org/10796>  
 The Franklin Institute  
<http://sln.fi.edu/>  
 St. Louis Science Center  
<http://www.slsr.org>  
 Exploratorium  
<http://www.exploratorium.edu>

Miami Museum of Science  
<http://www.miamisci.org>  
 Backyard Birding  
<http://www.bcp1.net/~tross/by/feed.html#0>

## GEOGRAPHY

National Geographic Society  
<http://www.nationalgeographic.com>  
 Jason Project  
<http://www.jasonproject.org/>  
 Galapagosquest  
<http://www.galapagosquest.com>  
 Discover America Through Postcards  
<http://www.postcardsfrom.com>

## HISTORY

American Memory  
<http://memory.loc.gov>  
 America's Homepage: Plymouth, MA  
<http://www.media3.net/plymouth>  
 Montcalm and Wolfe  
<http://www.kiva.net/~gorham/wolfe.html>  
 Colonial Williamsburg  
<http://www.history.org>  
 Spanish Missions of California  
<http://tqd.advanced.org/3615>  
 Lewis and Clark  
<http://www.pbs.org/lewisandclark>  
 Index of Native American Resources on the Internet  
<http://www.hanksville.org/NAresources/>  
 Native American Indian Resources  
<http://indy4.fdl.cc.mn.us/~isk/mainmenu.html>  
 The Oregon Trail  
<http://www.isu.edu/~trinmich/Oregontrail.html>  
 WestWeb  
<http://www.library.csi.cuny.edu/westweb>  
 The American Civil War Homepage  
<http://sunsite.utk.edu/civil-war>  
 The Civil War Homepage  
<http://www.civil-war.net>  
 Civil War Page  
<http://homepages.dsu.edu/jankej/civilwar/civilwar.htm>  
 Civil War World Wide Web  
<http://www.access.digex.net/~bdboyle/cw.html>

Edison National Historic Site Home Page  
<http://www.nps.gov/edis/home.htm>  
 African American History  
<http://www.msstate.edu/Archives/History/usa/Afro-Amer>  
 The White House for Kids  
<http://www.whitehouse.gov/WH/kids>  
 Justice for Kids and Youth  
<http://www.usdoj.gov/kidspage>  
 The World of Viking  
<http://www.pastforward.co.uk/vikings/index.html>  
 The European Middle Ages  
<http://www.wsu.edu/~dee/MA/MA.HTM>  
 European Renaissance  
<http://www.exepc.com/~dboards/rena.html>  
 K-12 Africa Guide  
[http://www.sas.upenn.edu/African\\_Studies/Home\\_Page/AFR\\_GIDE.html](http://www.sas.upenn.edu/African_Studies/Home_Page/AFR_GIDE.html)  
 Canada museum  
<http://www.cmcc.muse.digital.ca/cmcc/cmcceng/childeng.html>  
 The First Ladies of the United States of America  
<http://www.whitehouse.gov/WH/glimpse/firstladies/html/firstladies.html>

## FOREIGN LANGUAGE

Digital Librarian: Languages  
<http://www.servtech.com/~mvail/languages.html>  
 Foreign Language For Travelers  
<http://www.travlang.com/languages/>

## MISCELLANEOUS

Project-Ask an Expert Page  
<http://www.npwrc.usgs.gov/resource/distr/lepid/bflyusa/usa/718.htm>  
 Homeschool.com  
<http://www.homeschool.com>  
 To find additional educational sites, visit  
<http://www.looksmart.com>. Looksmart specializes in quality web content for families.  
 To subscribe to "The Education Source" newsletter, for free, send your e-mail address to: [editor@edusource.com](mailto:editor@edusource.com).



## Congratulations Kelly!

The IPLA Staff wishes to congratulate Kelly Hannon! Kelly is pursuing her professional dream as she travels to Cherry Tree Elementary as Don Setterlof's Assistant Principal. IPLA is very happy for her and will certainly miss her!

## DIFFERENTIATING BY DESIGN

November 16 - 17, 2000  
 (at) Adams Mark Hood

Patti Garrett and the Division of Gifted and Talented invite you and your staff to the first annual Differentiating by Design Fall Conference. Differentiation provides educators with a wide range of instructional strategies and classroom organization techniques as they strive to meet the needs of diverse learners. This process also assists educators in creating the flexible learning environments necessary to provide remediation, acceleration, enrichment, and/or grade level standards instruction. Registration information is available on line at [www.doe.state.in.us/gt](http://www.doe.state.in.us/gt) or by calling (317) 232-9100.



**"Set your course by the stars,  
 not by the lights of every  
 passing ship."**

*General Omar Bradley*

**"What lies behind us  
 and what lies before us  
 are tiny matters compared to  
 what lies within us."**

*Ralph Waldo Emerson*



## The Principal as a Community Leader

By Lynn Black, President  
Lynn Black & Associates

It is no secret that education continues to be under the microscope of our public, communities and businesses. There is the cry for school reform, accountability, higher standards, safe schools, professional development and more. It is challenging to attempt to impact an educational culture when the climate changes from day to day. Educators focus more on the “business of education” and less on the “education of business.” From my perspective, education is at a turning point; the opportunity exists for reengineering our schools and communities that support and emphasize lifelong learning.

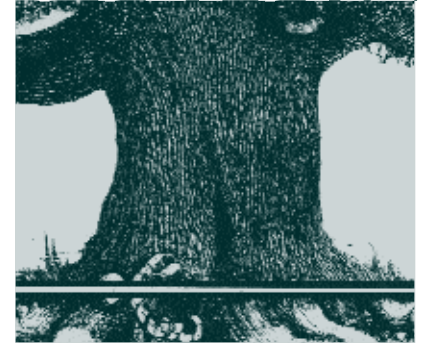
I have been a change agent throughout my educational career; from elementary and middle school teacher in an affluent suburban district, elementary administrator in a rural district and as the Director of School Improvement in an urban school district. Now as a community consultant who supports learning communities, I have discovered the potential of developing education coalitions of community leaders. The key for a community and each school’s success is the principal. You, the building principal, are the most influential change agent, not only for your school but for your community and its future. The more “educated” you become about your community, the more opportunities you create for your students and teachers.

With the passing of last year’s legislation that requires each school to develop and implement a school improvement plan, it will be critical for you as the building and community leader to position your school for community support for your school’s plan. A requirement of this legislation is that you have on your team a diverse group that represents your faculty/staff, students, parents, community and business leaders. Because of the different perceptions, backgrounds and experiences of the team members, I would recommend the following practices:

- **TAKE THE TIME TO GET TO KNOW EACH OTHER!**  
Many of you have a book containing examples of HDA’s (Human Development Activities) that can give you activities that personalize your meetings. Remember this is a journey of discovery, not only about your community and its resources but also for the people/talent resources affiliated with your school.
- **LISTEN MORE AND TALK LESS!**  
We educators like to talk. Listen and learn from the information shared. As our colleague Jim Ellsberry often said, “perceptions are reality.”



## CULTURE



- **AS YOU HEAR THESE PERCEPTIONS DO NOT REACT OR BECOME DEFENSIVE.**

The recently published handbook, *No Excuses: Seven Principals of Low-Income Schools Who Set the Standard for High Achievement*, by Samuel Casey Carter, offers examples of principals who expect success from their students regardless of race, socioeconomics, and/or cultural difference. ATTITUDE IS EVERYTHING!

- **EMPOWER YOUR TEACHER LEADERS!**

Ask your teacher representatives to report back to your faculty and staff about what they are learning. Make sure that your teachers’ association/union is on this team and is a part of this process and not apart from the process.

- **USE SOME OF THE PROCESS SKILLS YOU LEARNED FROM IPLA.**

Do small group activities that require a recorder, reporter, time keeper, task master and/or process observer. Define and explain these roles before assigning them. Displayed thinking emphasizes everyone’s involvement!

- **APPROACH YOUR BUSINESS LEADERS ABOUT SHARING THEIR WORLD.**

Move beyond “pizzas and pencils” and ask about the skills needed in the real world. Share these real world expectations with your teachers as they continue to design curriculum that is more applicable for their students’ futures.

- **IDENTIFY THE TALENTS OF YOUR TEAM MEMBERSHIP.**

You may have natural leaders who will guide the group while others may have strengths in the areas of organization, communication, writing, collecting data, etc. Together Everyone Achieves More!

As you work through this process, you will discover the opportunities that your community offers your students and your students offer your community as future leaders, citizens and employees. These opportunities for improving your school will occur with the ASSISTANCE and SUPPORT of your peers and community leaders.





## PROGRAMS



### Aspiring Principal Academy at Region 8 ESC ~ A Model

By Linda Michaels,  
Program Coordinator ,  
Region 8 Education  
Service Center



Indiana is facing a shortage of principals in the near future as half of all current principals retire in the next five years. At Region 8 Education Service Center, conversations with curriculum directors led to the idea of growing principals within the Region by starting a training program. With this mandate, a series of experiences for teacher leaders was designed as a staff development program.

There are five components to the program design, dinner seminars, day-long seminars, mentors, networking, and a project. The eight dinner seminars are required. A menu of day-long workshops offers each aspiring principal four free choices with paid subs for more intensive learning. Discounts for other workshops of interest are available to them.

Each aspiring principal is expected to participate in networking via listserv. Starter questions for their conversations are provided by facilitators, Region 8 ESC staff, and superintendents. An electronic discussion page is also available to them for threaded conversations. The program is designed at the awareness level with some skill building opportunities that are not part of the traditional licensure coursework. Local, regional, and national presenters develop a range of topics for ap's. The focus of all learning opportunities has been the instructional leadership paradigm. Outcomes for each event are described in terms of instructional impact.

Twenty-seven teachers, selected by their principals and approved by their superintendents, entered the program in the fall. Equity was emphasized in the selection process, but we still had more women than men interested in the elementary principalship, a few who were interested in the secondary principalship, and one person of color. Choosing to remain in the classroom was described as a viable option for a school leader. Districts encourage either a teacher leader or a prospective principal in the program.

Each teacher's principal serves as mentor. Each teacher chooses another principal from another building or district as a secondary mentor. Two people serve as online mentors. The primary mentor's role is to assist and collaborate with the aspiring principal in the planning and implementation of a leadership project. A portfolio documenting the project is the final product.

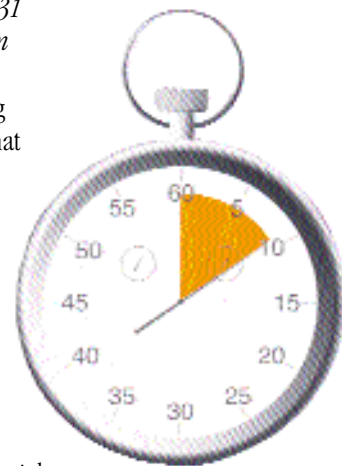
Each aspiring principal completes a self-administered skills assessment. After completing the assessment, some aspiring principals were surprised at the variety of skills that a principal must have. The breadth of the responsibility was discouraging to some. At the end of this year, aspiring principals complete another self-assessment to clarify what they have learned from the program.

Graduate credit from Indiana-Purdue Fort Wayne is available for those pursuing licensure.

### Use the Eight Second Rule to Hone Your Speaking Style

*The Motivational Manager*  
1 (800) 878-5331  
[www.ragan.com](http://www.ragan.com)

Public speaking experts agree that most people decide in the first eight seconds whether a particular speaker is worth listening to. So a strong beginning is crucial.



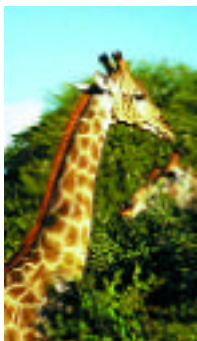
One way to make sure you start strong is to practice the eight-second drill, created by public speaking expert Granville N. Toogood. Here's how it works:

First, pick a timely topic that you could easily talk about for three minutes. Don't just read a script. Have an opinion, and then try to convince the audience that you are right. Pick a very specific topic.

Second, present your case. Organize your thoughts, set up an outline to follow, and write your ideas down in a row. Then, set your notes aside, stand in front of a mirror, and start talking. Present your case in three minutes ~ don't go even one minute over.

Third, start shaving time off your presentation. First, take off one full minute. Present the same information in two minutes. Then, go to one minute; then, down to 30 seconds; then down to 20, then 10, until you are finally getting your point across in eight seconds.

You'll find the hardest part is going from 30 seconds down to eight; but once you do, you will have captured the essence of your presentation. This is your theme, your message. Never lose sight of it.



# ipla

## Indiana Principal Leadership Academy

Room 229, State House  
Indianapolis, IN 46204-2798

# CALENDAR

**Aug. 8**

IPLA Live! Broadcast ~ 3:00-4:30 p.m.

**Sept. 12**

IPLA Live! Broadcast ~ 3:00-4:30 p.m.

**Sept. 13-14**

Academy Sessions

Sheraton Indianapolis North Hotel

Groups 33, 34, 35 & 36

**Nov. 8-9**

Academy Sessions

Sheraton Indianapolis North Hotel

Groups 33 & 34

**Nov. 14-15**

Academy Sessions

Sheraton Indianapolis North Hotel

Groups 35 & 36

## IPLA STAFF

### Deb Lecklider

Executive Director

dlecklid@doe.state.in.us

### Colleen Moran

Associate Director

cmoran@doe.state.in.us

### Maranda Cooper

Program Coordinator

mcooper@doe.state.in.us

### Anika Williams-Wilson

Secretary

awilson@doe.state.in.us

### Cynthia Stepp

Administrative Assistant

cstepp@doe.state.in.us

For more information on the  
**Indiana Principal Leadership Academy**,  
call 317-232-9004, fax 317-232-9005  
or visit [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla)

**Pam Parker**, *Special Edition* Designer, DesignWSF@aol.com